Wheatland-Chili
CENTRAL SCHOOL DISTRICT

WHEATLAND-CHILI CENTRAL SCHOOL DISTRICT-WIDE SAFETY PLAN

2026-2027

Adopted August 21, 2026

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THE BASIC PLAN

1. Introductory Material

Overview

Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the school Emergency Response Plan (ERP) is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. It is important to develop, maintain, train and exercise ERPs in order to respond quickly before, during and after an incident. A well developed and practiced ERP provides parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Using this suggested planning format assists schools in meeting legislative mandates contained in 8 NYCRR Section 155.17 and provides the use of best practice to improve outcomes following emergency situations.

The content, organization, and terminology provided in the New York State Guide to School Emergency Response Planning aligns with the Federal Emergency Management Agency's "Guide for Developing High-Quality School Emergency Operations Plans (2013)". The organization of this guide supports two key practices being adopted in New York State. First, the Guide provides standardized language that is consistent with current national emergency response protocols. Secondly, consistent formatting aligns critical information necessary to improve rapid response to emergencies together in the following sections:

- The Basic Plan
- Functional Annexes
- Threat/Hazard Specific Annexes
- Appendices

The Basic Plan standardizes language and provides a structured framework for school ERPs statewide. Individualized policies and procedures should be developed locally based on each school's unique circumstances and resources. Tools to manage an emergency must include response procedures that are developed through threat assessments, safety audits, planning and training before an incident occurs. The New York State Guide to School Emergency Response Planning provides for the development of annexes to meet each school's unique circumstances. Functional Annexes focus on critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, we provide schools with standardized definition and suggested best practice of the following Functional Annexes:

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

These five Functional Annexes provide a common foundation for response to all emergencies and should not be modified. The intent is to create an environment where students, school staff, and emergency responders recognize the language and procedures provided no matter where they are in the State. Additional examples of core Annexes to consider are provided with suggestions for planning consideration.

Actions and best practices outlined in the Threat/Hazard Annexes section, detail what to do in the event of various emergencies. Suggestions are provided to assist schools in the development of their own customized Annexes that best fit their School ERP. With this in mind, it is important to create and insert appropriate floor plans for each building and provide current information about school response team members, students and staff with special needs and any other information critical to each school building. It is also important to identify appropriate staff to fill specific roles related to incident command and appropriate response teams. Once you have developed your school ERP, appropriate training and drilling is required to ensure that all district personnel, and school personnel, and students understand the plan and their roles and responsibilities.

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The Building Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. Advanced planning should specify the type of communication and services provided by one agency to another.

Name	Title	Agency	Contact Information
Stephen Kenny	Superintendent	WCCSD	585-889-6246
Dan Murray	Elementary Principal	WCCSD	585-889-6299
Keara Mikoll	Secondary Principal	WCCSD	585-889-6245
Steve Farrell	Facilities Director	WCCSD	585-889-6822
Paul Newhook	Health/Safety Representative	Genesee Valley BOCES	585-889-6233
Shawn O'Mara	Security WCCSD	WCCSD	585-889-6821
Heather Woerner	Board Member	WCCSD	585-889-6246
Julianne Greene	TJC Bldg. Rep	WCCSD	585-889-6236
Mary Vito	PPS Director	WCCSD	585-889-6259
Shelly Palmer	MS/HS Nurse	WCCSD	585-889-6221
Lisa Beyor	TJC Nurse	WCCSD	585-889-6238
Sheryl Guidice	Transportation Director	WCCSD	585-889-6243
Greg Chamot	Head Mechanic	WCCSD	585-889-6253
Scott Melville	MS/HS Bldg. Rep	WCCSD	585-889-6850
Jessica Jackson	School Business Official	WCCSD	585-889-6244
Robert Lowell	Technology Director	WCCSD	585-889-6212

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption.

Send Building Level Safety Plans to:

New York State Police
Headquarters – Field Command
Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:
info@safeschools.ny.gov

Record of Distribution

Copies of the emergency response plan, including appendices and annexes are recommended to be distributed to the School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Agency	Name of Receiving Party	Date
WCCSD	Steve Farrell	August 21, 2026
WCCSD	Keara Mikoll	August 21, 2026
WCCSD	Dan Murray	August 21, 2026
WCCSD	Jessica Jackson	August 21, 2026
WCCSD	Sheryl Guidice	August 21, 2026
WCCSD	Stephen Kenny	August 21, 2026
WCCSD	Shelly Palmer	August 21, 2026
Monroe County Sheriffs	MCSO B-Zone Captain	August 21, 2026
Genesee Valley BOCES	Paul Newhook	August 21, 2026
Scottsville Fire Department	Jeff Brown	August 21, 2026
Town of Wheatland EM	Jay Coates	August 21, 2026

Plan Review and Updates
8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by July 1st as needed.

2. Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

School Safety Teams shall complete thorough threat assessments to identify circumstances in the school or near campus that may present unique problems or potential risk to people or property.

The interior and exterior portions of all school buildings, school grounds and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students. Date of threat/hazard assessment 3/9/2026

Threat and Hazard Specific annexes to address each identified threat/hazard from our assessment are located in the annexes.

The table on the following page provides a list of potential threats that schools should consider when conducting a threat/hazard assessment.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards:	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards:	• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis • Contaminated food outbreaks, including *Salmonella*, botulism, and *E. coli* • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse

	• Cyber attacks • Suicide

Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP is established under the following assumptions:

- The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.

- A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.

- A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.

- Actions taken before an incident can stop or reduce incident-related losses.

- Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

Mitigation and Prevention Strategies

The Wheatland-Chili Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the WCCSD school community.

Prevention and Intervention

The Wheatland-Chili Central School District believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they

actually occur. The following is a partial list of programs and initiatives that promote open communication and have a positive impact on the quality of life in our schools:

- Restorative Practices
- Bullying Reporting Process
- Anonymous 24-hour "Safe School Helpline" for reporting issues relative to school violence and safety
- Harassment and bullying will not be tolerated
- Support groups facilitated by counselors and psychologist
- Academic Support Services
- Athletic and extra-class activities
- Mindfulness
- Instructional Support Plans
- Musical opportunities
- Career exploration
- Social Emotional Skills Training
- Therapeutic Crisis Intervention
- Trauma, Illness, and Grief (TIG)
- Positive Behavior Intervention Strategies (PBIS)

Implementation of School Security

- **Routine Precautions by all staff**
  All staff are expected to immediately report to their building principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.
  Note: Staff should always error on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.
  Teachers should have classroom doors open and ready to receive and supervise students at the start of the instructional day and whenever possible, be in or near their doorway to assist in monitoring student activity during passing times. While class is in session, all doors are locked by electronic access control mechanism.

- **Limited Access**
  Each school district building is tasked with implementing this policy while tailoring it to the specific needs of their building. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school/business day – most commonly to facilitate morning arrival. Those doors that may need to remain unlocked during a portion of the school/business day should be monitored in some fashion. All entrances are to be secured shortly after the start of the instructional day.
    - Once secured for the instructional day, the schools utilize an audio and/or video electronic, visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.
    - The schools also utilize a keyless entry / electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also automatically unlocks and locks specific entrances to accommodate normal arrival and dismissal activity.
- **Staff Photo Identification Badges**

All permanent Wheatland-Chili School District employees are issued photo identification (proximity) badges that are to be displayed at all times while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders.

- **Visitor policy**
  Each school requires visitors to sign in, receive and display a school issued VISITOR pass. Visitors who are not expected and pre-approved will be screened and their visit verified with the party they were coming to see prior to the visitor being escorted or directed to their destination. This screening may include asking the visitor to provide a form of photo identification if deemed appropriate. Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to a subject's business or contact their school's main office immediately. Additionally, all building visitors must scan a government-issued ID, enabling the District to instantly screen visitors against sex offender registries, custom banned-person lists, and custody restriction databases before issuing a photo visitor badge.
- **School Safety Officer**
  School Safety Officers are utilized district wide for school safety and security purposes. See Appendix A for the District's Agreement with C.O.P. Security.
- **Student Sign-Out Procedures**
  Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within school records and the SchoolTool System. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.
- **Video Surveillance**
  A digital video surveillance system is in service at all Wheatland-Chili schools to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.
- **Fire Alarm**
  A fire detection alarm that is linked to a central monitoring station is in service in every school building. These alarms and fire response procedures are tested regularly consistent with NYSED regulations.
- **Mass Communication System**
  The School District utilizes a mass communication system called ParentSquare that is capable of making emergency notifications to all or a portion of the school community.

3. Concept of Operations

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified

Incident Commander. 8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command is documented in the table included in Appendix B.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP. Gather all available information, ensure that emergency notifications have been made and ensure that the initial protective actions have been taken.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions. The included titles and responsibilities are for illustrative purposes and should be edited to meet the needs of your school as necessary.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Superintendent

The Superintendent (or their designee) will serve as the **Incident Commander** and designate a minimum of two qualified individuals to serve as alternates in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:

- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders

Director of Security

- Provide direction over all incident management actions based on procedures outlines in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Keep the Superintendent informed of the situation

Principal

The principal (or their designee) will serve as the **Alternate Incident Commander**. When serving in such role, the principal retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities may include but are not limited to:

- Manage and coordinate the incident
- Gather all information available
- Ensure that emergency notifications have been made
- Insure that initial protective actions has been taken
- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Direct additional actions based on threat level
- Keep the Superintendent informed of the situation
- Select and establish an appropriate command post
- Brief all command post personnel on incident action plans
- Set objectives and approve plans for returning to normal operations

Teachers / Substitute Teacher / Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those who are unable to be moved
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants/Paraprofessional Staff

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Counselors, Social Workers & School Psychologists

Responsibilities include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School Nurse/Health Assistant

Responsibilities include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians/Maintenance Staff

Responsibilities include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

Principal's Secretary/Office Secretaries

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Food Service/Cafeteria Workers

Responsibilities include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:

- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by facility and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. “If you see something, say something.”)
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:

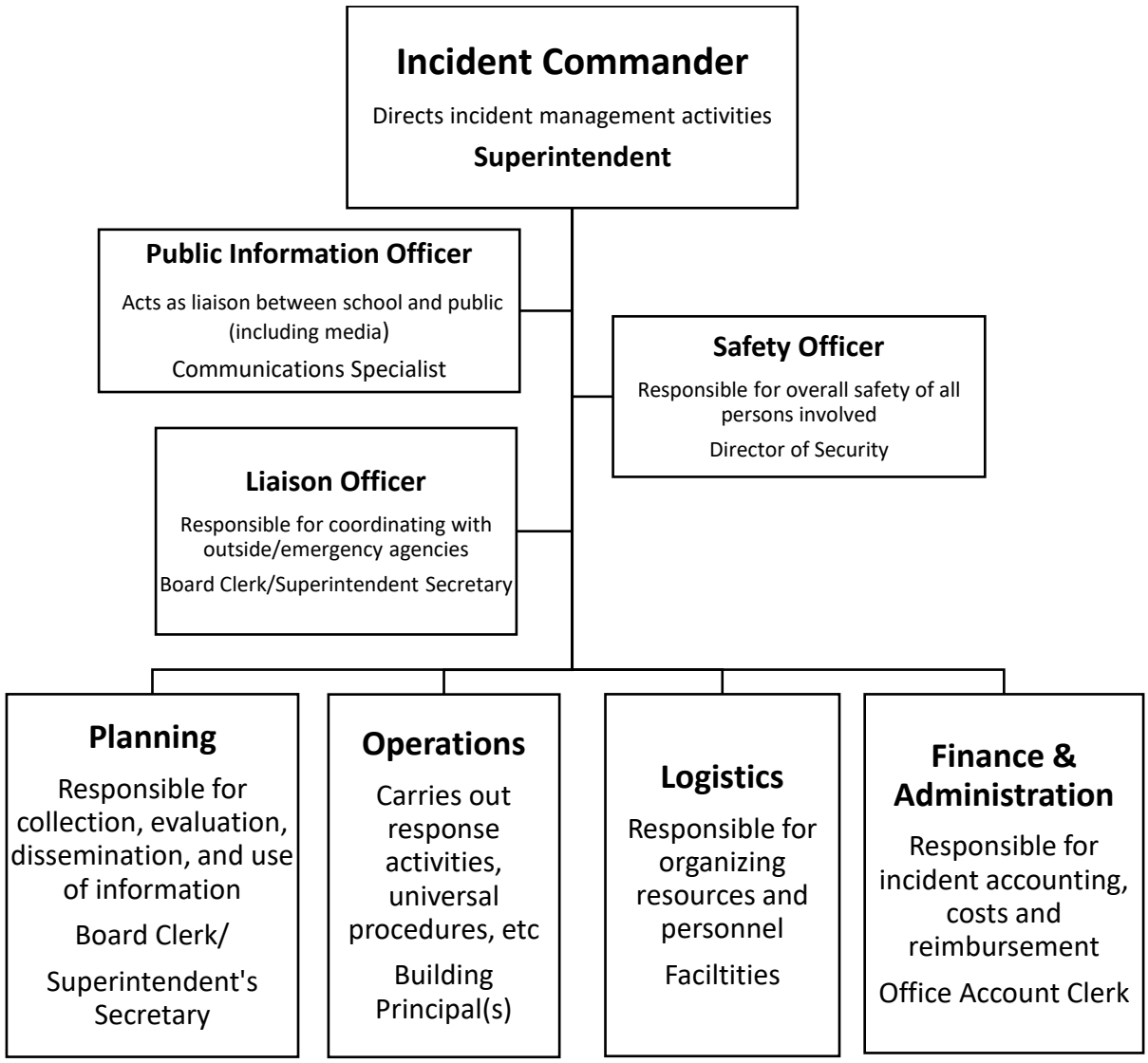
- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District.

5. Direction, Control, and Coordination

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/Incident Commander

- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

Operations

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

Planning

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities
- Report to Safety any condition observed which may cause danger or be a safety hazard to personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Logistics

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

Finance/Administration

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records
- Ensure that all personnel time records are maintained
- Ensure an activity log is maintained and after-action reports are prepared and submitted

Coordination with Responders

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

6. Information Collection, Analysis and Dissemination

The School will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information

- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov. Or by contacting your local emergency management agency.
- Annual training
  - Review ERP with staff
  - Conduct full staff briefings on roles to perform during an emergency
  - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
  - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 8 fire/evacuation and 4 lock down drills each school year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- 1 - Lockdown drill – Announced (first marking period)
- 3 - Lockdown drills – Unannounced (quarterly - following first announced drill)

Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff

in pre-designated “safe areas” within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase “this is a drill”. This will ensure that all involved recognize that this is a drill and not a real incident (i.e. “may I have your attention, this is a drill – LOCKDOWN – this is a drill”). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service “**SAFETY DRILL IN PROGRESS - PLEASE WAIT**.” This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Trauma-Informed Drills

Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.

Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-appropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Drills and training conducted during the school day with students present shall be conducted in a trauma informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.

Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

The District may conduct unannounced drills to be better prepared in the event of a real emergency. To the extent possible, parents or persons in parental relation will be notified that such unannounced drill is occurring immediately at the onset of the drill via the District’s family messaging system.

8. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command.

- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.

- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

10. Summary of Laws

The following is a summary of New York State law pertaining to building level school emergency response plans. In 2000, Chapter 181 enacted Education Law §2801-a (Project SAVE) requiring the implementation of certain school safety plans. Education Law §2801-a required that every school district, Board of Cooperative Educational Services (BOCES) and county vocational education extension board, as well as the Chancellor of the City School District of the City of New York, develop a building-level school safety plan regarding crisis intervention and emergency response ("school emergency response plan"). Section 2801-a prescribed minimum requirements of a school emergency response plan, which included policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such

emergencies. The Commissioner of the New York State Education Department, prescribed requirements into regulation 8 NYCRR Section 155.17. Regulations are hyperlinked within this document.

155.17 (b) Development of school safety plans. Every board of education of a school district, every board of cooperative educational services and county vocation education and extension board and the chancellor of the City School District of the City of New York Shall adopt by July 1, 2001, and shall update by July 1st of each succeeding year, a district wide school safety plan and building level school safety plans regarding crisis intervention and emergency response and management.

155.17 (e)(2) School Emergency Response Plan. A school emergency response plan shall be developed by the building-level school safety team and shall include the following elements:

- 155.17 (e)(2)(i) Policies and Procedures for Safe Evacuation
- 155.17 (e)(2)(ii) Designation of Response Teams
- 155.17 (e)(2)(iii) Procedures for Emergency Responder Access to Building Plans and Road Maps
- 155.17 (e)(2)(iv) Communication in Emergencies
- 155.17 (e)(2)(v) Definition of the chain of Chain of Command Consistent with NIMS/ICS
- 155.17 (e)(2)(vi) Coordinated Plan for Disaster Mental Health Services
- 155.17 (e)(2)(vii) Procedures for Annual Review
- 155.17 (e)(2)(vii) Procedures for the Conduct of Drills
- 155.17 (e)(2)(viii) Procedures for Restricting Access to Crime Scenes

155.17 (e)(3) A copy of each building level safety plan and any amendments thereto, shall be filed with the appropriate local law enforcement agency and with the State Police within 30 days of adoption.

155.17 (j) Drills. Each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness officials, conduct one test of its emergency plan or its emergency response procedures under each of its building level school safety plans, including sheltering or early dismissal.

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

Functional Annexes provide standard language and procedures and are intended to be transferable to schools statewide and modifications are not recommended.

- **S**helter-in-Place
- **H**old-in-Place
- **E**vacuate (required per 8 NYCRR Section 155.17 (e)(2)(i)
- **Secure L**ock-out
- **L**ock-down

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Cardiac ERP, Public Health, Medical Emergency and Mental Health

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security
- Cybersecurity

1. Shelter-in-Place

Purpose

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

2. Hold-in-Place

Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a "Hold-in-Place" may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified

3. Evacuate

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

4. Secure Lockout

Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

5. Lockdown

Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

6. Crime Scene Management

Purpose

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

7. Communications

Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2)(iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation (8 NYCRR Section 155.17 (e)(2)(i).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Superintendent and Communications Officer.

8. Cardiac Emergency Response Plan, Public Health, Medical and Mental Health Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g. first aid, sudden cardiac arrest) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency. The Cardiac Emergency Response plan requires each building to identify a Cardiac Emergency Response Team, training requirements for first aid, CPR, and AED training, clearly outlined locations of AEDs, communication protocols, the completion of one CERP drill per building, and the annual review of the CERP Plan. All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED cases should contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:
Steps to take in school building, on school grounds, or at athletic events

1. Ensure scene safety

a. Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)

2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)
   a. Follow 911 emergency dispatcher's instructions.
   b. Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) certified school personnel and notify administration or designee.
3. CPR by CPR/AED certified school personnel
   a. Check for breathing- if none or person gasping begin CPR immediately.
4. Defibrillation by CPR/AED certified school personnel
   a. Use an AED to restore the heart to its normal rhythm.
5. EMS assumes lead upon arrival.
   a. If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
   b. Be prepared to download the school's AED data onto flash drive to provide to EMS to give to the emergency department's physician.
6. School administration or designee notifies
   a. parent/guardian or staff member's emergency contact in accordance with district policy.
7. Document
   a. In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
8. Hold a post event debriefing

Emergency contact numbers for obtaining help:	
Number to call for help in T. J. Connor Elementary School	(585) 889-6236
Number to call for help in Wheatland Chili Middle/High School	(585) 889-6229
Number to call to notify if SCA occurs at offsite location	(585) 889-6247
Secondary contact number if primary not available	(585) 889-6247

Wheatland Chili Central School District Staff with Current CPR/AED Certification				
Staff Name	Title	Telephone Number	Location	Availability
Steve Zimmerman	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Steve Conklin	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Shannon Gage	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Kara Soule	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Mary Vito	Administrator	(585)889-6235	WCMSHS	Before/During/After School
Amanda Petrella Christ	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Megan Melville	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Jennifer Vogt	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Allie Freestone	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Marlos Norman	Food Service Director	(585)889-6235	WCMSHS	Before/During/After School
Tara Torrance	Food Service	(585)889-6235	WCMSHS	Before/During/After School
Bradley Allen	Custodian	(585)889-6235	WCMSHS	Before/During/After School
Steve Farrell	Director of Facilities	(585)889-6235	WCMSHS	Before/During/After School
Jill Farrell	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Nancy Berl	Teacher Aide	(585)889-6235	WCMSHS	Before/During/After School
Jessica Shelby	Teacher Aide	(585)889-6235	WCMSHS	Before/During/After School
Beth McDougal	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Catie Abonato	Teacher	(585)889-6236	T. J. Connor	Before/During/After School
Danielle Moore	Clerical	(585)889-6236	T. J. Connor	Before/During/After School
Julie Mazzota	Teacher	(585)889-6236	T. J. Connor	Before/During/After School
Nicolas Roche	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Sarah Burdick	Teacher Aide	(585)889-6235	WCMSHS	Before/During/After School
Mathew McCabe	Teacher	(585)889-6235	WCMSHS	Before/During/After School
Sarah Keydel	Clerical	(585)889-6235	WCMSHS	Before/During/After School
Lisa Beyor	School Nurse	(585)889-6236	T. J. Connor	Before/During/After School
Keara Mikoll	Principal	(585)889-6236	T. J. Connor	Before/During/After School
Shelly Palmer	School Nurse	(585)889-6235	WCMSHS	Before/During/After School
Dan Murray	Principal	(585)889-6236	T. J. Connor	Before/During/After School
Christine Huff	Security	(585)889-6236	T. J. Connor	Before/During/After School

AED Location Summary Per Public Health Law §3000-b all main entrances are required to have a sign that notifies all staff/ students/visitors where the nearest AED location is to that entrance.	
School/Building	**Location of AED**
Wheatland Chili Middle/High School	Outside of the Main Entrance (Room 200C)
	Outside of the Athletic Director' Office (By Exterior Door 21)
	Outside of Room 110 (By the Cafeteria)
T. J. Connor	Ground Floor: Outside of Nurse's Office
	Second Floor: West Stairwell (Room 212)
	Third Floor: West Stairwell (Rom 312)
Transportation	Outside of Main Office

9. Accounting for All Persons

Purpose

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

10. Reunification

Purpose

The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

11. Continuity of Operations Plan (COOP)

Purpose

This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Actions

Mission Essential Functions

When confronting events that disrupt normal operations, **Wheatland-Chili Central School District** is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law

4. Sustain quality operations
5. Uphold the core values of Wheatland-Chili Central School District

The Wheatland-Chili Central School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for **Wheatland-Chili Central School District** have been identified as:

Essential Function	Description	Priority
Administration and Oversight	Oversees and plans. Assigns critical functions assuring compliance with all CDC, DOH and NYSED requirements. Establishes public relations and communication with staff and parents to execute and standardize district goals. Establishes contacts to provide outside organizations with information relative to District plans to procedures. Communicates with the Board of Education directly. Plans for Board meetings. Manages and oversees human resources function. Establishes and oversees safety protocols and measures.	**1**
Business Operations	Assists the Superintendent of Schools with maintaining critical functions and Administration oversight. Provides needed guidance and advice with logistical and financial obligation; as well as record keeping. Provides purchasing support to ensure that necessary safety equipment and supply inventory can be maintained for education, maintenance, nursing, and custodial functions. Provides payroll and benefit services. Manages tax collection and auditing requirements.	**1**
Facilities and Maintenance	Ensures that buildings, grounds, and district equipment are maintained, safe, clean and sanitized, as necessary. Maintains inventory of necessary supplies and coordinates deliveries of equipment and supplies, as necessary. Schedules and oversees outside maintenance activities.	**1**
Transportation	Plans for and provides safe and secure transportation of students to and from school and school activities. Maintains bus fleet and provides repairs and inspections, as necessary.	**1**
Food Services	Plans, prepares and provides meals to students in accordance with state and federal guidelines.	**1**

Education	Coordinates plans and delivers instruction to students in accordance with state requirements and to ensure college and career readiness. Implements on-site and remote learning options, as per District Remote Learning Plan.	**1**
Support Services	Provides necessary support for all administrative and district operations.	**1**
Technology Services	Provides support to ensure critical infrastructure is in place to provide effective building support and educational support securely. Ensures consistent communication and internet stability. Provides the necessary equipment and approved software to staff and students to perform the functions of each necessary school sector to maintain building maintenance, day to day operations, and educational needs.	**1**
Health Services	Provide medical insight and support to help maintain a healthy school population. Provides support and assistance to carry out orders from the Medical Director, CDC, DOH and NYSED regulations. Maintains a sanitary environment. Monitors isolation area. Keeps accurate records. Makes immediate and necessary notifications to building administrators when necessary. Coordinates health related activities with parents. Offers guidance to building occupants and parents. Communicates regularly with the building administration and the Superintendent.	**1**
Outside Deliveries and Contractors	Provide deliveries of materials, equipment and supplies, and provide essential services, at request of the District, that are not provided by District employees.	**1**

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. In consultation with the bargaining units, the Superintendent of Schools, their advisors and, as applicable, the Board of Education will make decisions regarding which functions are deemed essential and non-essential, and thereby, which can be performed remotely given the current circumstances of the public health emergency.

Essential Function	Essential Positions/Titles	Justification for Each
Administration and Oversight	• Superintendent of Schools • District Clerk/Superintendent Secretary • Human Resources Manager • Communications	The Superintendent is the decision-maker for the entire district. The District Clerk/Superintendent Secretary, Human Resources Manage and Communications staff assist the Superintendent in supporting the essential operation of the district.

Business Operations	• School Business Official • District Treasurer/Purchasing Agent • Personnel Clerk (Payroll) • Office Account Clerk	The School Business Official ensures all essential business office functions are maintained. The District Treasurer/Purchasing Agent, Personnel Clerk and Office Account Clerk assist the School Business Official in supporting the essential operations, including payroll, accounts payable, budget development and student registration.
Facilities and Maintenance	• Facilities Supervisor • Transportation/Facilities Assistant • Maintenance Mechanic III • Head Custodian • Custodial Assistant • Cleaner	The Facilities Supervisor oversees and ensures that the necessary level of maintenance, cleaning and sanitizing occurs throughout district facilities and grounds. The Transportation/Facilities Assistant, Maintenance Mechanic III, Head Custodian, Custodial Assistant and Cleaners work under the direction of the Facilities Supervisor to perform vital services to keep and maintain essential equipment operational, cleaned and sanitized for onsite and remote learning.
Transportation	• Director of Transportation • Head Auto Mechanic • Mechanic • Transportation/Facilities Assistant • Bus Driver • Bus Attendant	The Director of Transportation oversees and ensures that all transportation services are performed, including the transportation of students to and from school and activities, as well as the delivery of food and IT devices, as necessary. The Mechanics inspect and maintain all district transportation and maintenance vehicles. The Transportation/Facilities Assistant support the Director of Transportation and Facilities Supervisor in performing their duties. The Bus Drivers operate the buses and deliver students to and from school and school activities, as well as deliver food and IT devices, as necessary. The Bus Attendants assist the Bus Drivers in performing their duties in a safe and efficient manner.
Food Services	• Director of Food Services • Food Service Manager • Cook/Line Server • Food Service Helper	The Director of Food Services oversees the operation of the planning, production and distribution of meals to both onsite and remote students. The Food Service Manager, the Cook/Line Server, and Food Service Helper work under the direction of the Director of Food Services to produce and distribute meals to onsite and remote students.

Education	• Secondary Principal • Elementary Principal • Teacher • Teaching Assistant • Teacher Aide • Clerical Staff (School Secretary, Office Clerk III, Office Clerk IV) • School Aide • School Safety Officer	The Secondary Principal and Elementary Principal oversee the educational programming and delivery to all onsite and remote students. Teachers and Teacher Assistants are responsible for planning for and delivering instruction to onsite and remote students. School Secretaries support the Secondary Principal and Elementary Principal in the oversight of the educational programming and the management of daily building level operations and communications. School Aide is responsible for monitoring and enforcing safety protocols and procedures and assists with attendance issues. School Safety Officer is part of district level team in maintaining safe and secure environment throughout district buildings and grounds.
Support Services	• Pupil Personnel Services Director • School Counselor • School Psychologist • School Social Worker • BOCES Support (Speech Therapists, Occupational Therapists, Physical Therapists)	The Pupil Personnel Services Director oversees the Special Education department and coordinates the social emotional programming for both onsite and remote students. The School Counselors, School Psychologists, School Social Workers, Speech Therapists, Occupational Therapists, and Physical Therapists provide mandated services, as per student Individualized Education Programs, as well as deliver social emotional supports and services for all onsite and remote students.
Technology Services	• BOCES Support	BOCES Support personnel for Technology Services provide support to ensure critical infrastructure is in place to provide effective building support and educational support. The personnel provide support to the Superintendent and Administration to ensure communication and internet stability and necessary equipment and software to staff and students, both onsite and remote, for the effective delivery of educational services.
Health Services	• Secondary School Nurse • Elementary School Nurse	The Secondary School Nurse and Elementary School Nurse direct all health services for the District for both onsite and remote students, under the direction of the District Medical Director.

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

12. Security Operations

Purpose

This annex describes how security operations will be organized on district and non-district sites throughout the entirety of an emergency affecting one or all district buildings.

13. Cybersecurity

BEFORE

Goal: To manage cybersecurity threats in a timely fashion and protect data from further damage.

To assist in preparation for a cyber-attack the school should:

1. Formulate a cyber-security protocol to quickly manage an event, including development of an Incident Response Team. **(Cybersecurity Incident Response Team)**
2. Conduct NIST CSF self-assessment which focuses on Identifying, Protecting, Detecting, Responding and Recovering.
3. Conduct tabletop exercise with Incident response team and those responsible for IT operations in the district.
4. Mitigate the risk of cybersecurity threats through focused awareness training for all users. (See note 1)

DURING

Goal: To analyze, contain and eradicate the incident

Objective: To restore district systems to full functionality in timely manner in order to sustain student learning objectives.

Courses of Action	Responsibility
School community member reports cybersecurity threat	All Users Contact IT via QueCenter or directly via email/phone call

Analyze reported threat and communicate with administration	Director of Technology Computer Support
Activate Incident Response Team to assist with other school core functions	Superintendent
Communicate with relevant school personnel regarding scope of threat and relevant procedures to thwart further attack.	Superintendent Communications Officer Director of Technology
Coordinate with district's RIC, cyber insurance carrier and applicable state and federal agencies. Identify all affected data, machines, and devices.	Director of Technology RIC, Cyber Insurance Carrier, State / Federal agencies Forensics Identification – Internal to start, external as needed
Ensure detailed documentation and forensics are preserved for post-incident required actions	Director of Technology

AFTER

Goal: Restore community confidence in the school's ability to protect systems and data from another attack.

Objective: Provide responsible communications and improve response effectiveness

Consult with school legal counsel and cyber insurance carrier. Develop and communicate message regarding the incident.	Superintendent Communications Officer
Provide accurate reporting to state/federal agencies within required time frames.	Director of Technology
Conduct a "Lessons Learned" Briefing	Director of Technology
Revise Cybersecurity Response Plan as needed.	Director of Technology

THREAT AND HAZARD SPECIFIC ANNEXES

The threat and hazard specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

1. Active Shooter Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

2. Bomb Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school buildings or grounds.

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.

Core Functions

In the event of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put in to action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

Functional Annexes that may be activated in the event of a bomb threat on campus may include the following:

- Shelter-in-Place
- Evacuation
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

3. Natural Threat Severe Weather

Purpose – The purpose of this annex is to ensure that there are procedures in place to protect students/staff in the event of a severe weather situation

Scope – The annex outlines the duties and responsibilities of administrators, faculty, and staff in the event of a significant weather event that affects the building or District to ensure the safety of all students, faculty, staff and visitors.

Core Functions - A severe weather event may include but is not limited to wind events, rain events/snowstorms, tornados or blizzards. In the event of a significant weather event, all faculty, staff, and administrators will take appropriate actions to protect life and property. These actions may include moving away from window, escorting students and visitors to safe areas, closing blinds, re-entering the building, and assisting in orderly dismissal of students from the building.

4. Emergency Road Closure

Purpose – The purpose of this annex is to ensure the safe transport of students to school or home in the event of an emergency road closure that blocks accessibility either to the school or to a student's home.
Scope – The annex outlines the duties and responsibilities of administrators, faculty, and staff in the event that bus routes need to be amended in order to ensure the safe and effective transport of students in the district.

Core Functions – In the event of an emergency road closure the person receiving the notification will alert the Transportation Director of the situation and provide all pertinent information regarding the road that is closed, cross streets that mark the beginning and end of the closure, the authority closing the road, and the length of time it is estimated to be closed.

5. Pandemic

Purpose – This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope – This plan was developed exclusively for and is applicable to **Wheatland-Chili Central School District**. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Core Functions –

Concept of Operations

The Superintendent of **Wheatland-Chili Central School District**, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees and contractors of **Wheatland-Chili Central School District** shall be notified by email and the District Messaging System with details provided as possible and necessary, with additional information and updates provided on a regular basis. All district employees, parents and guardians, and the Board of Education will be notified of pertinent operational changes by way of Email and the District Messaging System. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent or his designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of **Wheatland-Chili Central School District**, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the Superintendent of **Wheatland-Chili Central School District**, their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

6. Environmental Threat: Natural Gas Pipeline, Natural Gas/Carbon Monoxide

Purpose – The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an incident with the Natural Gas Pipeline that runs through MSHS property, a natural gas event inside a district building, or the activation of the Carbon Monoxide alarm. Carbon Monoxide is a colorless, odorless, toxic gas that can cause headache, weakness, dizziness, nausea/vomiting, shortness of breath, confusion, blurry vision, and loss of consciousness.

Scope - The Annex outlines responsibilities and duties, as well as procedures for staff responding to a Natural Gas Pipeline leak, natural gas leak on district property or in a district building, or activation of Carbon Monoxide monitoring alarms.

Core Functions – If there is a suspected or confirmed gas leak in the school/site by CO Alarm or personal notification, notify the principal immediately. The principal should announce the evacuation away from the affected area

EMERGENCY REMOTE INSTRUCTION

OVERVIEW

The District may offer remote instruction days to students in the event-of-an-emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

When implementing remote instruction, the District will ensure that it is complying with applicable teaching and learning requirements.

FORMATS AND METHODS OF REMOTE

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners. When remote instruction by digital technology is unavailable, appropriate special accommodations for students will be made to aid their learning.

COMPUTER AND CONNECTIVITY ACCESS FOR STUDENTS

The District will ensure that students have the necessary equipment at home to participate in eLearning. No later than June 30th of each school year, the Superintendent will report to the Commissioner of Education the results of the survey on student access to computing devices and access to Internet connectivity on a form and format prescribed by the Commissioner.

MINIMUM INSTRUCTIONAL HOURS

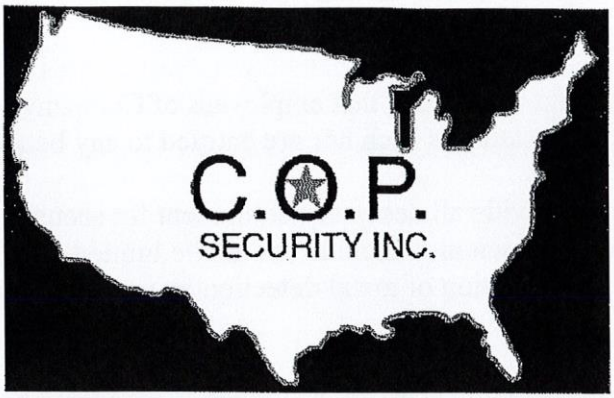
Remote instruction provided on days when the District would have otherwise closed due to an emergency condition may be counted toward the annual hourly requirement for the purpose of state aid. The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day and indicate how many instructional hours were provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

REMOTE INSTRUCTION PLAN

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

COMPLIANCE WITH DISTRICT POLICIES, PROCEDURES, AND THE CODE OF CONDUCT

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti- harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct and Support at all times while engaged in remote instruction. Violations of the Code of Conduct and Support and/or engaging in prohibited conduct may result in disciplinary action as warranted.



C.O.P Security Inc
1835 North Union Street
P.O. Box 166
Spencerport, NY 14559

INDEPENDENT CONTRACTOR/CONSULTANT AGREEMENT

C.O.P. Security, Inc. is licensed by the NYS Dept. of State

This will serve as an agreement between C.O.P. Security, Inc., hereafter referred to as "company" and Wheatland Chili School District, 13 Beckwith Avenue, Scottsville NY 14546, hereafter referred to as "customer". The terms of this agreement are as follows:

1. Customer contracts with company to provide security services for 2025 to 2026 school year. Additional responsibilities, if any, will be described in addendum "A". Either party may terminate this contract for any reason and at any time by providing thirty (30) days' notice with the other party in writing. The hours will be determined by the customer. Each shift designated by a customer will be for a minimum of four (4) consecutive hours with the exception that the Director of Security position is not required to have a minimum shift of four (4) hours. Holiday Rates will be invoiced at $85.50 per hour/guard and are as follows:

New Years Day	0000-2400 hours	Thanksgiving	0000-2400
Memorial Day	0000-2400	Christmas Eve	1800-2400
July 4th	0000-2400	Christmas Day	0000-2400
Labor Day	0000-2400	New Years Eve	1800-2400

2. Company agrees to charge a rate of $57.00 per guard/hour for armed security. Overtime (over 40 hours a week per guard) will be invoiced at $85.50 per hour. This rate will be reviewed in January 2026 and adjusted based on changes on the company's insurance premium.

3. Company will invoice customer monthly for services rendered. Customer agrees to pay each invoice within 30 days.

4. Both parties agree and understand that employees of Company are not employees of customer and have no status as such nor are entitled to any benefit of an employee.

5. Company agrees to provide all necessary equipment for security personnel to perform their duties properly, which may include but not be limited to uniform, flashlight, radio, cell phone, with the exception of metal detection equipment which will be supplied by the customer.

6. Company agrees to carry all necessary insurance as mandated by law. Company is solely responsible for its employee's payroll taxes and statutory benefits.

7. LIMITS OF LIABLITY: It is understood by the customer that there is no warranty or guarantee that an incident will not occur just because security is present. It is further understood by the Customer that the security services provided hereunder do not constitute maximum security but provide a degree of security resulting from the reasonable efforts of security personnel to carry out mutually agreed upon security procedures during the hours mutually agreed upon. The company is not an insurer and the amounts payable to the Company under this Agreement are based solely upon the value of services rendered and are unrelated to the value of Customer's property or the lives or property of others. Any offset by Customer from the amounts payable to the Company without the Company's prior agreement are prohibited.

8. The Company's liability under this Agreement shall be limited to the following insurance coverage evidence of which will be furnished to the Customer upon written request:

    a. Worker's Compensation Insurance as required by applicable law covering all security personnel in the furnishing of services under this Agreement including Employer's Liability Coverage in the amount of the statutory limit or more.

    b. Comprehensive General Lability Insurance covering Company's liability to third parties for personal injury and property damage with a minimum per occurrence limit of $1,000,000.

9. INDEMNIFICATION: The Company agrees to indemnify and hold harmless the Customer, its directors, officers, and agents and employees from and against all liabilities, demands, claims, damages, suits, or judgements, including attorney's fees and other costs and expenses incident thereto because of harm (including but not limited to harm arising from false arrest, searches, libel, and slander, injury or death to persons, or loss, damage or destruction to property, including the property of Customer, Company, and third persons) resulting from the negligence of Company or its directors, officers, agents, or employees, which such persons is acting within the scope of his employment.

10. Customer agrees to indemnify and hold harmless Company and its directors, offices, agents, and employees from and against all liabilities, demands, claims, damages, suits, or judgements, including attorney's fees and other costs and expenses incident thereto because of harm (including but not limited to harm arising from false arrest, searches, libel, and slander, injury or death to persons, or loss, damage or destruction to property, including the property of Customer, Company, and third persons) resulting from the negligence of Customer or its directors, officers, agents, or employees, which such persons is acting within the scope of his employment.

11. Any agreement by both parties after the signing of this agreement, whether oral or written, shall be considered separate and shall not affect the provisions of this agreement.

In consideration for the extension of credit, said Customer promises to pay for all services within the terms agreed (30 days) and agrees to pay a service charge per month of 2% per month (24% annual percentage rate) on all past due balances. **In the event any third parties are employed to collect any outstanding monies owed by said business the undersigned agrees to pay reasonable collection costs, including attorney fees, whether or not litigation has commenced, and all costs of litigation incurred.** The undersigned represents that he/she has the authority to execute this credit agreement on behalf of the business identified.

The terms of this agreement are made in good faith and written in plain language and should be interpreted as such. This agreement shall be governed by the laws of the State of New York. Any action concerning this agreement must be brought in a New York State court and the venue shall be Monroe County, New York.

Date _____

_____
REPRESENTATIVE

Date 3-25-2025

Robert Barton
Robert Barton, CEO
C.O.P. Security, Inc.

Fed. ID # 16-1551289

Addendum "A"

Director of Security

1. A Director of Security for 15 hours per week will provide the following:

   A. Reviewing all emergency plans and procedures for the school buildings.
   B. Monitoring security procedures and protocols.
   C. Assisting with the conduct of emergency drills, as necessary.
   D. Coordinating duties of Company staff with the Building Principals.
   E. Provide training for personnel on security procedures and protocols; and
   F. Other security/safety tasks as required by the Superintendent or Building Principals.

2. Safety Officer services for 61.25 hours per week at times to be determined by Customer, to provide coverage from the start of the school day at the MS/HS building to the end of the school day at the Elementary Building.

3. Additionally, Company agrees to remain consistent with the Customer's Code of Character, Conduct and Support, which governs expectations for student and staff behaviors while on school property and at school events.

4. Company agrees that the role of the Company's staff while on Customer's premises is to provide safety services and not to serve in the role of disciplining students for misconduct.

5. Any student discipline that will be imposed because of an incident on school premises or at a school activity is solely the responsibility of the School Administration.